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AN ADMINISTRATOR'S GUIDE TO IMPLEMENTING
EFFECTIVE DUAL IMMERSION PROGRAMS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Bilingual/Cross-Cultural Education

by
Melanie Dawn McGrath

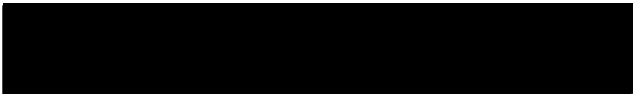
June 2007

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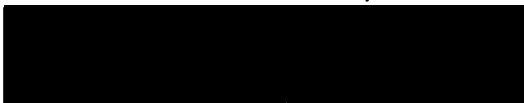
by
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June 2007

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ABSTRACT

Dual Immersion programs have increased in number throughout the United States over the past two decades in response to the growing numbers of language minority students enrolled in the public school system. Based on a review of the related research, effective Dual Immersion are characterized by the following critical components: 1) a coherent program model design; 2) rigorous curriculum; 3) administrative support; 4) entrance criteria; 5) parental education and support; 6) standards and assessment; 7) quality instructional personnel; 8) teacher professional development; and 8) exit criteria. This project will develop a handbook for administrators of Dual Immersion programs that will serve as a guide for the creation and implementation of effective Dual Immersion programs within their schools.

ACKNOWLEDGMENTS

I would like to express gratitude to the professors in my life who have made a profound impact on my personal, professional and academic life. I would not be who I am today without the influence of my mentor Dr. Barbara Flores. Her wisdom and her dining room table have been an inspiration to me. Dr. Teresa Marquez-Lopez has also provided me with the support and guidance necessary to further develop my leadership skills. I would also like to thank Dr. Enrique Murillo for introducing me to the field of qualitative research and the work of Guadalupe Valdes and Angela Valenzuela.

I am blessed with a strong network of powerful women and empowering men. I would like to thank my good friends Helen Pettiford, Marina Estupiñan, Lillian Duran-Stoeff, and Hilda Reyes for always supporting me and encouraging me throughout difficult times. My mother and all my feisty female relatives have instilled in me the drive and perseverance to become a strong, independent woman. My father and stepfather have contributed significantly in shaping me into the type of unconventional woman that I am today.

DEDICATION

Love to love you

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CHAPTER ONE

BACKGROUND

General Introductory Remarks

The state of California is currently experiencing a significant demographic shift as the Latina/o population increases in number and is steadily emerging as the majority ethnic group in the state (Shrag, 2004). As Latina/os have gained considerable political representation and power within the state, a number of backlash initiatives targeted specifically at the Latina/o community have been implemented. These anti-immigrant, anti-bilingual and anti-affirmative action initiatives have subsequently led to the dismantling of well-established additive bilingual programs throughout the state.

Since the passage of Proposition 227, there has been a recent resurgence in bilingual education in the form of Dual Immersion programs. Dual Immersion programs are a viable alternative to promote cultural and linguistic maintenance for language minority students while at the same time fostering biliteracy and cross-cultural competence in the language majority population. In order for Dual Immersion programs to experience success in this

era of accountability and nativism, a number of critical components must be in place in all programs. This project will delineate the critical components that are necessary for implementing and sustaining a successful Dual Immersion program. These critical components are further expanded in the development of a Dual Immersion Administrator Handbook.

Significance of the Project

The state of California and other states throughout the nation are experiencing tremendous growth in cultural and linguistic diversity. The language minority student population has increased significantly and currently comprises approximately twenty-five percent of the student population in the California public school system (Taylor Gibbs and Bankhead, 2001). As Latina/os are projected to emerge as the majority ethnic group in the next decade (Schrag, 2006), the language minority student population is likely to increase within the public school system as well. It is therefore imperative that additive bilingual programs are accessible to meet the needs of this growing population.

Statement of Need

Based on the review of the related research, effective Dual Immersion programs are characterized by 1) a coherent program design; 2) rigorous curriculum; 3) administrative support; 4) entrance criteria; 5) parental education and support; 6) standards and assessment; 7) quality instructional personnel; 8) teacher professional development; and 8) exit criteria. Although there exists an extensive literature on student achievement outcomes within Dual Immersion programs, there is a dearth of in-depth guidelines for administrators on how to effectively implement successful programs. This Dual Immersion Administrator Handbook is a major contribution for filling this void.

Definition of Terms

Additive bilingual program - A bilingual program that maintains students' primary language while at the same time adding a second language.

Dual Immersion - An additive bilingual program that integrates language minority and language majority students and teaches two languages.

Language minority student - Students whose primary language is a language other than English.

Language majority student - Students whose primary language is English.

Structured English Immersion - An English-only program option for language minority students.

Transitional Bilingual Education - A bilingual education program that initially utilizes the primary language and then transitions students into English-only instruction.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Over the last few decades the United States has experienced a dramatic increase in the Latina/o population. Latina/os are now currently projected to be the major ethnic/ group in California by the year 2010 (Schrag, 2006). California has experienced a significant rise in the number of language minority students as well, with approximately eighty-five percent of the linguistic minority school-aged population being Spanish-speaking (Schrag, 2006). Given the increasing ethnic and linguistic diversity in California and throughout the United States, it is imperative that Spanish-speaking language minority students are provided a rigorous and equitable education. Failure to do so will ultimately result in the creation of an unskilled and uneducated future labor force for a sizable portion of the state's population.

This literature review will 1) illustrate the current demographics in the California as well as briefly describe the history of the education of language minority students; 2) the rise in bilingual education models; and 3) the ensuing political backlash aimed at the Latina/o

community in the state of California. The various program models currently available to language minority students and the research base on the effectiveness of each program model will be addressed as well. In addition, the critical components of effective Dual Immersion programs, an integrated bilingual program model that promotes biliteracy and cross-cultural competence for both language minority and language majority, will be delineated.

Demographic Trends

Over the past two decades, California has experienced a dramatic shift in demographics. In the year 2000 California emerged as the nation's first large "minority-majority state", with people of color now constituting fifty-two percent of the total population (Taylor Gibbs and Bankhead, 2001). In the year 2000, Latina/os constituted thirty-five percent of the total state population and are projected to be the major ethnic/racial group by the year 2010 (Schrag, 2006). This dramatic increase in the Latina/o population is largely a result of an increase in documented and undocumented immigration over the past forty years, as well as the larger family size of the young immigrant Latina/o population (Hayes-Bautista, 2004). California's immigrant population has

increased exponentially from slightly over one million in 1960 to over eight million in 1995 (Schrag, 2006). As of 2001 the state's immigrant population constituted twenty-six percent of the total state population, with at least two-thirds of immigrants having entered the country through the formal immigration process (Schrag, 2006). While the Latina/o and Asian populations have increased over the past two decades, the African American population has remained constant and the White population has decreased (Hayes-Bautista, 2004).

The California public school system has experienced similar increases in cultural and linguistic diversity. Approximately sixty percent of public school students in kindergarten through twelfth grade are currently students of color (Taylor Gibbs and Bankhead, 2001). In 2004 California became the first major state to graduate more African American and Latina/o students combined than White students from its public high schools (Schrag, 2006). Twenty-five percent of the total student population is formally classified as language minority, with Spanish-speaking students constituting eighty-five percent of the total language minority student population (Taylor Gibbs and Bankhead, 2001). The majority of California's language minority student population is native-born (Hayes-

Bautista, 2004). There are also a substantial number of former language minority students who have been reclassified as fluent-English proficient, as well as a significant number of language minority or bilingual students who may be inaccurately classified as English-speaking within the system.

Sociohistorical Context

The history of the education of language minority students in California is the history of colonization and conquest. After years of Anglo-American invasion and encroachment upon Mexican territory, the United States seized possession of Mexico's northern territory in 1848. The Treaty of Guadalupe Hidalgo was ratified in 1848, which guaranteed the political rights of the former Mexican citizens of the ceded territories, including Spanish-language rights (Menchaca, 1999). The United States later violated Articles VIII and IX of the treaty, which granted citizenship rights to all former Mexican citizens. In 1849 citizenship was granted only to Mexicans who were considered to be White however the indigenous, mestizos, and afromestizos were denied their political rights to citizenship and suffrage (Menchaca, 1999). The history of California exemplifies the domination and

subordination of a culturally and linguistically diverse populace by a small group of Anglo colonizers.

Spanish-speaking language minority students have been historically subjected to a de facto neocolonial education model in California and throughout the United States (Macedo, 2004). Spanish-speaking youth in the newly acquired U.S. territories initially received primary language instruction in the public school system as well as private Catholic schools (San Miguel, 1999). However, in 1855 the State Bureau of Public Instruction enacted repressive English-only laws for public and private schools (San Miguel, 1999), which resulted in an intense process of deculturalization for culturally and linguistically diverse students (Spring, 2004). Spanish-speaking language minority students were prohibited from using Spanish during the school day and in many cases were punished or humiliated for invoking their linguistic human right to express themselves in their mother tongue. Such students were routinely segregated in order to overcome their linguistic "deficiencies" and "barriers" and were disproportionately overrepresented in special education and remedial classes due to the use of invalid and unreliable intelligence tests administered in English

(Flores, 2005). Some scholars suggest that little has changed throughout the years (Flores, 2005).

Challenging the Colonial Legacy

Throughout the sixties and seventies Latina/o youth developed ethnic and political consciousness and resisted the notion of cultural and linguistic assimilation that had been imposed on their parents and grandparents (Acuña, 2004). During the sixties and the seventies, Latina/o enrollment in institutions of higher education increased significantly, in large part due to the assistance of the Educational Opportunities Program (EOP) (Acuña, 2004). Empowered by the political activism of Cesar Chavez and the United Farmworkers, the Raza Unida Party, and Latina/o civil rights organizations, high school and university youth organized politically and fostered pride in their cultural identities (Hayes-Bautista, 2004). Students demanded Chicano studies programs at both the high school and the university level by engaging in hunger strikes and high school blowouts (i.e., walkouts). Acuña (2004) documents that more than fifty Chicano studies programs were established in California between 1968 and 1973. During the sixties and the seventies, youth activism

collectively posed a threat to the legitimacy of the status quo.

The increased political advocacy of Latina/o educators, parents, and political organizations in California contested the cultural, linguistic, and political hegemony of the dominant group by challenging the long standing state statute that stipulated that instruction be exclusively in English. As early as 1963, a group of parents and community members formed the Mexican American Education Committee of Metropolitan Los Angeles in order to address the educational needs of Mexican American students (Donato, 1997). This committee advocated for a number of reforms: primary language instruction; the development of unbiased testing instruments; the inclusion of Latin American history and literature in the curriculum; and an increase in the amount of Mexican American teachers, counselors, and administrators who were knowledgeable and supportive of the Mexican American culture (Donato, 1997).

In response to such community activism, the State Board of Education president Thomas W. Braden proposed that the English-only law be changed to permit bilingual instruction (*Los Angeles Times*, 1966, pg. 0C8). The long-standing and repressive English-only state statute was

abolished in 1967. Bilingual education programs were offered to a small minority of Spanish-speaking students during the late sixties and throughout the seventies.

Transitional or Maintenance?

Bilingual education programs for language minority students steadily grew in number throughout the 1960's and 1970's with the enactment of the Bilingual Education Act. In 1968 the Bilingual Education Act (BEA) was enacted as an amendment to the Elementary and Secondary Education Act (ESEA) of 1965. Compensatory in nature, the Bilingual Education Act of 1968 awarded grants on a competitive basis, but did not prescribe any particular goal, program, or method of correcting the language "barriers" of language minority students. Initially there was little public opposition to the Bilingual Education Act because many educators were relieved that there was a solution to the so-called "language problem". As a result of the Bilingual Education Act, many schools in California and other Southwestern states began to implement scattered and inconsistent forms of bilingual education for language minority students.

Throughout the seventies, eighties and the nineties ideological battles ensued regarding whether or not the

Bilingual Education Act should promote assimilationist or cultural and linguistic maintenance forms of bilingual education. Opposition was relatively nonexistent if funds were appropriated for early-exit Transitional Bilingual Education, a program in which the primary language was initially used at the primary grades until students were ultimately transitioned into all English instruction. Many members of the public were more opposed, however, to Developmental Maintenance Bilingual Education, which continued to maintain and develop the two languages even after students had acquired sufficient English language proficiency. The subsequent five reauthorizations of the Bilingual Education Act were plagued by this ideological battle; certain reauthorizations favored Transitional Bilingual Education programs while some stressed Developmental Maintenance Bilingual programs. In 2001 the Bilingual Education Act was replaced by the new No Child Left Behind (NCLB) legislation and was promptly re-titled "Language Instruction for Limited English Proficient Students".

Backlash Politics

An increase in both documented and undocumented immigration, as well as the development of Latina/o

critical consciousness, has caused considerable angst within the native-born White community. Michael Lind (1996) posits that the conservative Republican elite have capitalized on the dwindling White community's fears in an effort to gain and maintain political power within the state. Lind (1996) explains, "A demagogic race-baiting strategy originally aimed at White Southerners afraid of being overwhelmed by blacks may prove equally useful in obtaining the votes of whites in the sunbelt alarmed about the rise in the numbers of Hispanics and Asians" (p. 189). Throughout the eighties and the nineties the prospect of losing cultural, political, and economic dominance (Taylor Gibbs and Bankhead, 2001) has given rise to escalating waves of new-nativism, xenophobia, and racism within California (Davis, 2006). A private memo leaked to the public from John Tanton of the U.S. English advocacy group best illustrates the fears of many members of the White community:

Gobernar es popular translates "to govern is to populate". In this society, where the majority rules, does this hold? Will the present majority peaceably hand over its political power to a group that is simply more fertile?...Can *homo contraceptivus* compete with *homo progenitiva* if borders aren't

controlled?...Perhaps this is the first instance in which those with their pants up are going to get caught by their pants down...As Whites see their power and control over their lives declining, will they simply go quietly into the night? Or will there be an explosion?...We are building in a deadly disunity. All great empires disintegrate; we want stability (Tanton, as cited in Cummins, 1996).

This threat to native-born White and Republican hegemony consequently resulted in "a political agenda to disadvantage, disenfranchise, and disempower" (Taylor Gibbs and Bankhead, 2001, p. 27) communities of color through the implementation of various backlash initiatives.

Throughout the eighties and the nineties a series of backlash initiatives were instituted in order to curtail gains made by people of color as a result of the civil rights and Chicano movements. A small group of wealthy donors, reactionary advocacy groups, and the Republican Party sponsored four backlash initiatives in an effort to preserve their cultural, political, ideological, and economic control within the state (Taylor Gibbs and Bankhead, 2001). Proposition 63 was enacted in 1986, symbolically designating English as the official language

of California (Wiley, 2004). In 1994, a predominately White electorate enacted Proposition 187 in an effort to deny social services and public school services to undocumented immigrants. In 1996 a predominately White electorate enacted Proposition 209, thereby outlawing affirmative action programs. The White electorate overwhelming approved Proposition 227, the anti-bilingual education initiative, in 1998. It is significant to note that people of color, and specifically the Latina/o population, voted in overwhelming opposition to all four backlash initiatives (Taylor Gibbs and Bankhead, 2001).

Assimilationist Program Models

English Mainstream

English Mainstream classrooms are the most common method of educating language minority students. Skuttnabb-Kangas (2000) defines English Mainstream classrooms as contexts in which "powerless ...minority children...are forced to accept instruction through the medium of a foreign...high-status language" (p.583). In such classrooms, language minority students are placed with fluent speakers of the majority language and receive little or no specialized assistance. The teacher may or may not speak or understand the primary language of the students and may

or may not be knowledgeable of appropriate second language acquisition or effective sheltered instruction strategies. The ultimate aim of such programs is social and cultural assimilation. Language minority students placed in English Mainstream classes are deprived of developing literacy in their primary language, resulting in minimal levels of monolingualism. Such programs have been labeled as "submersion" in that students are submersed in an incomprehensible environment and they "sink, struggle, or swim" (Baker, 2001, p.195). Given the assimilative nature of such programs, most language minority students in English Mainstream classes more often than not tend to fall behind academically in the long-term (Freeman & Freeman, 1998).

Structured English Immersion

Language minority students with less than reasonable fluency in English are sometimes placed in Structured English Immersion (SEI) programs. The goal of SEI programs is monolingualism just as in English Mainstream classes, i.e., the primary language is not developed and is replaced with English. SEI programs are specifically designed to facilitate rapid English language acquisition in order to transition language minority students into English Mainstream classes as soon as possible. Students

placed in such programs are generally at the beginning levels of English language proficiency and are provided sheltered content instruction by teachers ideally trained in both second language acquisition and strategies to effectively modify the core curriculum. Students are expected to acquire English proficiency while learning grade level appropriate academic content. While in some programs teachers may use the students' primary language for clarification, typically little or no primary language support exists (August and Hakuta, 1997). Many critics of SEI programs claim that even though classes are "conducted entirely in English, children still have very little access to English" (Valdes, 2001, p.13) because in such contexts teachers focus more on the content area, as opposed to the development of the English language.

English as a Second Language

The two most common forms of English as a Second Language (ESL) classes are traditional ESL and content-based ESL (Soltero, 2004). Traditional ESL programs teach the English language as a subject, focusing primarily on the phonology, syntax, morphology, semantics, and pragmatics of the English language (Soltero 2004). In a content-based ESL program the English language is developed through the medium of core academic content.

Traditional and content-based ESL can be provided in the form of a pull-out program or can be conducted within the regular classroom setting. Research has demonstrated that pull-out ESL programs are less effective than ESL instruction conducted in the regular classroom setting (Thomas & Collier, 1997).

Transitional Bilingual Education

Primary language instruction, although hotly contested around the country, is an instructional option actually open to only a small fraction of language minority students. One common assimilative form of bilingual education is Transitional Bilingual Education (TBE). A TBE program is a "more sophisticated version of submersion programmes, a more 'humane' way of assimilating" (Skuttnabb-Kangas, 2000, p. 593); the aim of such programs is majority language monolingualism. Students enrolled in TBE programs are taught academic subjects through the medium of their primary language for a temporary period of time as they acquire proficiency in English. These classes provide access to the core curriculum until students have acquired enough proficiency in English to effectively participate in an English Mainstream classroom. In these programs, the minority language is used merely as a vehicle for facilitating the

acquisition of English and is subsequently neglected once students have sufficient proficiency in English.

According to Soltero (2004), there are two common forms of TBE: Early-exit Transitional Bilingual Education (TBE) and Late-exit Transitional Bilingual Education (TBE). Early-exit TBE programs provide primary language instruction for approximately two years and then students are transitioned into monolingual English instruction around second or third grade. Students in Late-exit TBE programs receive primary language instruction for a minimum of forty percent of the instructional day until they are transitioned into English-only instruction around the sixth grade. A number of researchers have found that well-implemented TBE programs are more effective in the long-term than either English Mainstream or SEI programs (Lindholm-Leary, 2001; Ramirez et al, 1992; Thomas & Collier, 1997).

Effectiveness of Assimilationist Models

Baker and de Kanter Report

The on-going debate over educating language minority students in the United States has primarily focused on which programs are most effective for academic achievement. Baker and de Kanter (1983) reviewed thirty-

nine studies of various programs serving language minority students. The authors concluded that evidence for the effectiveness of primary language instruction models was inconclusive and tenuous at best:

Too little is known about the problems of educating language minorities to prescribe a specific remedy...Although TBE has been found to work in some settings, it has also been found ineffective and even harmful in other places...Furthermore, both major alternatives to TBE-structured immersion and ESL-have been found to work in some settings...An occasional, inexplicable success is not reason enough to make TBE the law of the land. (p. 17)

The Baker and de Kanter report "is easily the most quoted federal pronouncement on the education of LEP children in the 1980s, and probably the most criticized as well" (Crawford, 1989, p.94).

Rossell and Baker Review

A review of the literature by Rossell and Baker (1996) generated similar claims about the effectiveness of bilingual programs. An evaluation of seventy-two methodologically acceptable research studies revealed that Structured English Immersion was a more effective model

than Transitional Bilingual Education. Rossell and Baker (1996) reported:

The research evidence indicates that, on standardized achievement tests, transitional bilingual education is better than regular classroom instruction in only 22% of the methodologically acceptable studies when the outcome is reading, 7% of the studies when the outcome is language, and 9% of the studies when the outcome is math. TBE is never better than structured immersion. (p. 1)

There have been various criticisms on the validity and reliability of Rosell and Baker's findings (Baker, 2001). Seven of the ten studies that Rossell and Baker identified as examples of SEI programs were actually Canadian studies of French-English bilingual immersion programs. Rossell and Baker (1996) concluded that because bilingual immersion programs in Canada have been successful with language majority students, then they must all be effective programs for language minority students in the United States. Many researchers have criticized the Rossell and Baker study for generalizing the results of Canadian bilingual immersion programs to that of a Structured English Immersion context in the United States. Canadian immersion programs are additive bilingual models

designed for language majority students, while Structured English Immersion programs in the United States consist of monolingual English instruction.

The Ramirez Report

An eight-year, congressionally mandated longitudinal study of approximately 2,300 Spanish speaking students compared three types of programs in the United States: SEI, Early-exit TBE and Late-exit TBE. Ramirez et al. (1991) concluded that there was no significant difference between the programs in students' math, English reading, and English language scores at the end of third grade. By the sixth grade, students in the Late-exit TBE model performed higher in math, English reading, and English language than students in SEI or Early-exit TBE programs. Ramirez et al. (1991) concluded that substantial amounts of primary language instruction are not detrimental to the students' achievement in English. They also concluded that Late-exit TBE models

do not interfere with or delay acquisition of English language skills, but help them to catch up to their English speaking peers in English language arts, English reading and math. In contrast, providing [language minority] students with almost exclusive instruction in English does not accelerate their

acquisition of English language arts, reading or math, i.e., they do not appear to be 'catching up.' The data suggest that by grade 6, students provided with English-only instruction may actually fall further behind their English-speaking peers. (p.7)

Maintenance Program Models

Developmental Maintenance Bilingual Education

A less common form of bilingual education is Developmental Maintenance Bilingual Education, sometimes referred to as One-Way Developmental Maintenance (Thomas & Collier, 1997). The aim of Developmental Maintenance programs is to develop and maintain the primary language of language minority students. Students are provided primary language instruction for a minimum of fifty percent or more of the instructional day as they simultaneously acquire the majority language. Developmental Maintenance programs differ from Late-exit TBE programs in that they add a second language while they protect and further develop the primary language, as opposed to the eventual replacement of students' primary language with English. The rationale for continuing the development of grade appropriate primary language instruction throughout high school is that all ideas,

concepts, skills and knowledge learned in the primary language can easily be transferred into the second language (Collier, 1995).

Dual Immersion Programs

Dual Immersion programs, sometimes referred to as Two-Way Bilingual Immersion, are an enrichment form of bilingual education in which language majority and language minority speakers are integrated throughout the entire school day and taught through the medium of the majority language for fifty percent or more of the instructional day (Lindholm-Leary, 2001). They are similar to Developmental Maintenance Bilingual programs in the design and goals; the only difference between Developmental Maintenance and Dual Immersion programs is that language majority students are included in the Dual Immersion program and all students are taught to read, write, and speak two languages.

There are two common variations of dual immersion programs: 90/10 and 50/50 (Soltero, 2004). In a 90/10 model, the minority language is taught to both language groups for ninety percent of the school day starting in kindergarten. With each additional school year, the majority language is increased by ten percent until students receive instruction for fifty percent of the day

in the minority language. Once students receive fifty percent of their instruction in Spanish and fifty percent in English, they maintain equal percentages of the two languages throughout the subsequent years of their schooling. In 50/50 programs the minority language is taught for fifty percent of the instructional day at each grade level beginning in kindergarten and throughout high-school.

Effectiveness of Maintenance Models

Thomas and Collier Study

The Thomas and Collier (1997, 2002) study is perhaps the largest and most important study regarding the long-term effectiveness of programs for language minority students. Between the years of 1985 and 2001, Thomas and Collier analyzed over one million language minority student records in five major urban and suburban school districts. Language minority students consistently enrolled for four years or more in well-implemented Dual Immersion, Developmental Maintenance Bilingual Education, Early-exit Transitional Bilingual Education, Structured English Immersion, and Structured English Immersion with ESL pullout programs were examined both cross-sectionally and longitudinally. Students were compared with cohorts of

students with similar socioeconomic status and initial primary and second language proficiency.

Thomas and Collier's (1997, 2002) findings were consistent with previous findings (Ramirez, et al, 1991) in that there was little difference in academic achievement between students in the various program models at the end of second grade. Thomas and Collier (2002) reported that students in ESL pullout programs slightly outperformed the students in other program models at the second grade level; however, the trend reversed as time in program increased. Students continuously enrolled in Dual Immersion and Developmental Maintenance Bilingual Education programs outscored their language minority counterparts in other program models by the fifth and sixth grade. By the end of the sixth grade, students in Dual Immersion and Developmental Maintenance Bilingual Education programs scored around the 50th percentile on standardized tests of English performance, while students enrolled in Early-exit TBE and ESL pull-out programs scored around the 30th percentile.

One salient feature of the Thomas and Collier (1997, 2002) study is that the study focused on well-implemented, established Dual Immersion and Developmental Bilingual Education programs. The programs selected for the study

were all similar in the sense that they promoted, valued and rigorously developed the students' linguistic, academic, cognitive, emotional, social, and physical needs. Well-implemented enrichment Dual Immersion and Developmental Maintenance Bilingual Education programs are rich in oral and written language, foster meaningful problem-solving abilities and opportunities for cooperative learning, as well as include technology components and challenging thematic units (Thomas & Collier, 1997, 2002).

Lindholm-Leary Study

Another detailed and comprehensive study of program models was conducted by Kathryn Lindholm-Leary (2001). Lindholm-Leary (2001) documented the student achievement and language proficiency of over 4,854 students in 18 schools. Students' academic achievement was compared in the following programs: Transitional Bilingual Education (TBE), Structured English Immersion (SEI), 90/10 Dual Immersion programs, and 50/50 Dual Immersion programs. Consistent with Thomas and Collier's (1997, 2002) findings, Lindholm-Leary (2001) concluded that language minority students in both 90/10 and 50/50 Dual Immersion models outperformed their peers in Transitional Bilingual Education (TBE) and Structured English Immersion (SEI) on

tests of English language proficiency by the sixth grade. Both language minority and language majority students consistently enrolled in either 90/10 or 50/50 Dual Immersion programs performed ten points higher than the Californian average for monolingual English speaking students enrolled in English Mainstream programs by the end of sixth grade. When comparing the academic achievement of students enrolled in either 90/10 or 50/50 programs, Lindholm-Leary (2001) found that students enrolled in 90/10 Dual Immersion programs developed higher levels of proficiency in the minority language than students in the 50/50 Dual Immersion program.

Conclusion

The history of the education of language minority students has been plagued by a neocolonial legacy that has attempted to suppress cultural and linguistic diversity. Within the state of California and other states, there are a variety of program models available to language minority students. The goals and descriptions of the various program models serving language minority students range from assimilation to cultural and linguistic maintenance. One successful program model that has grown exponentially in states with large populations of language minority

students has been the Dual Immersion program model. When implemented well, Dual Immersion programs offer students access to a rigorous and equitable educational experience and an opportunity to preserve their language and culture.

CHAPTER THREE

DESIGN AND METHOD

Research has consistently demonstrated that language minority students in well-implemented Dual Immersion programs score comparably to or outperform their counterparts in English Mainstream, Structured English Immersion or Transitional Bilingual Education programs (Thomas & Collier, 1997; Lindholm-Leary, 2001). Due to the rapid increase in the Latina/o and language minority population in California and throughout the United States, it is of utmost importance that effective and well-implemented Dual Immersion programs are readily available to language minority students in areas most impacted by these significant demographic shifts. The following criteria are critical components that must be adhered to in order to successfully implement Dual Immersion programs. A Dual Immersion Administrator Handbook that more thoroughly delineates the critical components is included in the appendix (see appendix).

Program Model Design

The two most common Dual Immersion program model designs are the 90/10 and the 50/50 programs. Students in 90/10 programs are taught through the medium of the target

language for ninety percent of the instructional day starting in kindergarten, with the target language decreasing ten percent each year until the program maintains a fifty percent balance in each language taught for the subsequent school years. The target language is used for fifty percent of the instructional day at each grade level beginning in kindergarten in the 50/50 program. Within each program model, there are many variations as to the language allocation of content at each grade level. Thus, the Dual Immersion Administrator Handbook outlines the specific instructional time allotments in order to vertically delineate which content areas are taught in each language. These instructional time allotments should be adhered to in order to maintain consistency amongst the various Dual Immersion programs within the district.

Curriculum

Dual Immersion programs utilize the same Language Arts, Math, Science and Social Studies curriculum that are used in other classrooms at the same grade level. The Dual Immersion curriculum is aligned to the California content standards for each particular grade level. Both language minority and language majority students are exposed to the

grade level core curriculum materials and teachers utilize a variety of sheltered instruction strategies in order to make the core curriculum and content accessible to second language learners. In addition to the core curriculum, Dual Immersion programs have an abundance of supplementary materials (e.g., books, videos) that enrich and extend the core curriculum. Each classroom should have a wide range of supplementary materials in order to best meet the needs of second language learners, struggling students, students mastering grade level standards and advanced students.

Content-based English Language Development (ELD) is taught through the medium of standards-based Science and Social Studies thematic units. Kindergarten through third grade should adhere to the grade level ELD scope and sequence that delineates the Science and Social Studies units to be taught. During the content-based English Language Development block, teachers should integrate English reading, writing, listening and speaking objectives into the Science and Social Studies thematic units. It is recommended that standards taught during Spanish Language Arts are integrated into the content-based ELD units and the similarities and the differences between Spanish and English should be made visible to students. In the fourth and fifth grades, content-based

ELD units are taught during the first half of the year and then ELD instruction is then replaced with formal instruction in English Language Arts during the second half of the year. The content-based English Language Development scope and sequences are included in the Dual Immersion Administrator Handbook (see appendix).

Administrative Support

Strong administrative support at the district and site level is a fundamental characteristic of effective Dual Immersion programs. It is imperative that the ideology of site administrators is congruent with the goals of bilingualism and multiculturalism if the Dual Immersion program is to be successful. Site administrators of Dual Immersion programs must be thoroughly grounded in and able to fully articulate the theoretical underpinnings and research base of Dual Immersion programs. As the primary advocate of the program, the site administrator must fully understand the program model design, be able to answer frequently asked questions and must be knowledgeable about second language acquisition theory and strategies. In addition, site administrators ensure that equitable funding and resources are allocated to the program.

Site administrators should also appoint a full-time Dual Immersion site facilitator that oversees the Dual Immersion program on a daily basis. The site facilitator must have extensive knowledge of the specific program model, the Dual Immersion research base, Dual Immersion pedagogy, and second language acquisition theory. Dual Immersion site facilitators should hold appropriate bilingual teaching authorizations (i.e., BCLAD, BCC) and must be proficient in the target language (i.e., Spanish) in order to effectively communicate with and support all parents. The responsibilities of the site facilitator are further described in the Dual Immersion Administrator Handbook (see appendix).

Entrance Criteria

Dual Immersion programs are characterized by a balanced student composition and should strictly adhere to an equal number of language minority and language majority students at the kindergarten and first grade levels. A balanced student composition at the kindergarten and first grade levels will mitigate the possible effects of future attrition of language majority students. Dual Immersion site facilitators must frequently monitor the student composition of each classroom and must ensure that the

number of language majority students is never less than one third of each class. Students exiting from the program must be replaced with the students of the same language designation (i.e., language majority, language minority) as the exiting student.

Student entry criteria vary according to the specific grade level and language designation. All language minority students are eligible to enter the program in kindergarten and first grade. Language minority students (English Language Learners) who have received formal instruction in the target language are eligible to enter the program in second grade and beyond. Language minority students in second grade and beyond who have never received formal instruction in the target language must be screened by the site facilitator and will be admitted on a case-by-case basis as determined by proficiency in the target language. Similarly, all language majority students (native English-speakers) are eligible to enter the program in kindergarten through the first trimester of first grade. Language majority students will be admitted to the program on a case-by-case basis no later than the third trimester of first grade, as determined by the site facilitator's recommendation. Language majority students are ineligible to enter the program after the third

trimester of first grade, unless they have received instruction in the target language.

All parents of students entering the program must fully understand the goals and program model design before their child is admitted to the program. It is imperative that the site administrator and/or site facilitator conduct a formal parent orientation in order to explain the program goals, model design, common misconceptions, six year parental commitment and frequently asked questions regarding Dual Immersion programs. After parents have attended the parent orientation and choose to place their child in the program, all parents must sign a parental commitment form and parents of language minority students must sign a parental exception waiver to participate in a bilingual program. The parental commitment form and parental exception waiver will be placed in the student's file (see appendix).

Parent Education and Support

The Dual Immersion site facilitator should schedule monthly parent meetings in order to provide ongoing support for Dual Immersion parents. Monthly parent meetings should focus on topics that are specific to the Dual Immersion program and the unique needs of Dual

Immersion parents. Language minority and language majority parents can be integrated during the parent meetings or can be separated into language designation groups, depending on the topic of discussion and the needs of parents. It is recommended that meetings for new parents focus on second language acquisition theory, homework help, academic and second language expectations, and other topics pertinent to new parents. The Dual Immersion Administrator Handbook provides examples of topics that can be addressed during the Dual Immersion parent meetings (see appendix).

Standards and Assessment

The second language development and academic progress of Dual Immersion students is frequently monitored by a variety of indicators. Language minority students in Dual Immersion programs are expected to master grade level standards for subjects taught in their primary language and are expected to master one English proficiency level per academic year. Language majority students are expected to master one Spanish proficiency level per academic year, with the exception of two academic years for the intermediate Spanish proficiency level. In addition, language majority students are expected to master the

English Language Arts standards taught during the content-based ELD units. Academic and second language progress may be monitored by using the ELD/SLD Progress Report, teacher-made tests, miscue analysis, running records and anecdotal records among other indicators.

Quality Instructional Personnel

Dual Immersion teachers possess unique qualities that differentiate them from teachers in other programs. The ideology of Dual Immersion teachers must be congruent with the goals and theoretical base of cultural and linguistic maintenance forms of bilingual education. Teachers must also exhibit multicultural competence and ability to interact and connect with students and parents of diverse cultures. Dual Immersion teachers are highly proficient in the two languages, including teachers in 50/50 programs who teach the English portion of the program. It is necessary that all 50/50 teachers are able to understand monolingual language minority students and are able to effectively communicate with their parents. In addition, it is important that Dual Immersion teachers are able to work well with a partner given that many Dual Immersion teachers may be working in team-teaching contexts.

Teacher Professional Development

Dual Immersion teachers require extensive and ongoing Dual Immersion professional development opportunities. Teachers should participate in multiple professional development opportunities for one whole year prior to teaching in the program. Dual Immersion teachers need continual professional development in the areas of target language literacy, second language acquisition, multicultural education and parent support. Teachers should attend the annual California Association for Bilingual Education (CABE) Dual Immersion conference. In addition, it would benefit Dual Immersion teachers to enroll in graduate level bilingual education classes at the local university. Recommended professional development opportunities are further delineated in the Dual Immersion Administrator Handbook (see appendix).

Exit Criteria

Every attempt should be made to meet the needs of struggling students before students are exited out of the Dual Immersion program. Teachers must immediately inform the site facilitator as to when students are not meeting grade level or second language development standards and the teacher and site facilitator should create an action

plan of immediate classroom interventions that teachers will use in order to assist the students with their specific area of need. After a period of six weeks, the teacher and site facilitator will reconvene in order to determine whether or not the specified interventions were sufficient or should be further modified. The teacher and site facilitator will continue to meet every six weeks and modify the intervention plan if the student continues to exhibit difficulty in mastering grade level or second language development standards. Students who make little or no progress in academic achievement or second language acquisition in response to the interventions for more than one year will then be referred to the process of psychological testing.

These critical components are crucial to not only the implementation of Dual Immersion but also its success as a viable program model for the teaching of bilingualism, biliteracy and multiculturalism in public schooling. As noted, the site administrator's ideology, leadership, and pedagogical knowledge is imperative as well. Thus, the development of this Dual Immersion Administrator Handbook delineates these components.

CHAPTER FOUR

CONCLUSION AND RECOMMENDATION

Conclusion

This project fills a void in the area of Dual Immersion program implementation. Based on the rapid growth of Dual Immersion programs, it is imperative that administrators fully understand the critical components that comprise effective Dual Immersion programs. Although there are general guidelines that exist, there is a paucity of specific guidelines that explicitly delineate the implementation of these critical components in the current accountability climate. We need to move beyond general categories and tailor them to the unique needs of program models within situated contexts. Thus, there was a great need to create the Dual Immersion Administrator Handbook.

Based on a review of the literature, the following critical components were found to be the most salient: 1) program model design; 2) curriculum; 3) administrative support; 4) entrance criteria; 5) parent education and support; 6) standards and assessment; 7) quality instructional personnel; 8) teacher professional development; and 9) exit criteria. Each one of these

components is pivotal and integral in the successful implementation of Dual Immersion programs. Each component plays a significant role in meeting the overall goals of promoting biliteracy and multiculturalism.

For Dual Immersion programs to be successful, they must have a coherent program model design that is aligned to the state grade level content standards, as well as the grade level core and supplementary curriculum. The Dual Immersion program model design must clearly define and vertically organize the language allocation of the various subject areas across the curriculum. Both language minority and language majority students are exposed to rigorous, grade level concepts and content in both their primary language and their second language over the course of the program. The two most common program model designs are 90/10 or 50/50 models. Sites should choose one program model and adhere to it.

Effective Dual Immersion programs are guided by knowledgeable administrators that support and advocate for the program. It is imperative that administrators of Dual Immersion programs are firmly grounded in the theoretical and research base of Dual Immersion, as well as bilingual pedagogy and methodology. Site administrators must also designate a full-time Dual Immersion facilitator who is

well grounded in the Dual Immersion tradition and can facilitate intricate details of the program on a daily basis. Dual Immersion administrators and facilitators must stay involved with all aspects of the program if the program is to experience success.

Dual Immersion programs must have explicit entrance and exit guidelines. The program should be available to all entering kindergarten students, regardless of ability, language or other criteria. In order to curtail the potential of exclusivity, students should not be screened at the kindergarten level before entering the program. Parents who wish to exit their children from the program should go through a formal exit procedure in order to determine and address parental concerns and needs. Formal exit procedures will also decrease the possibility of the exclusion of low-performing students.

Dual Immersion parents need continuous and ongoing education and support that is unique to the goals and design of the Dual Immersion program. Beginning parents must thoroughly understand the goals and design of the program before placing their child in the program and need ongoing education as to the frequently asked questions regarding the program. Trainings should be offered to parents in the area of program model design, homework

help, second language acquisition, and the program expectations for academic and second language progress. Experienced parents should continue to receive training pertaining to their perceived needs, as well as training in the area of advocacy and leadership skills.

Dual Immersion programs require highly trained quality instructional personnel. Teachers should not only be highly qualified regarding instructional strategies, but they also must possess bilingual, multicultural and interpersonal competence given that they work with a diverse population. Dual Immersion teachers should participate in multiple professional development opportunities that are targeted at the needs of teachers in Dual Immersion and other cross-cultural programs. In addition, Dual Immersion teachers should be highly trained in the common misconceptions and frequently asked questions about Dual Immersion programs that are prevalent in mainstream society.

Recommendations

Although this Dual Immersion Administrator Handbook fills a gap, there still is a need for a more expanded and refined knowledge base of Dual Immersion administrators in the areas of pedagogical knowledge, curriculum

development, and advocacy. They need to go beyond just the managerial role and become curricular and instructional leaders. In addition, they need to know how to read and interpret data in order to counteract discrepant analyses, misinterpretations of data, and misuse of data that are wrecking havoc on our bilingual programs.

A second recommendation is highly essential to the quality of the leadership. In other words, these administrators and teachers need to examine their ideology, their assumptions, and their belief systems regarding the education of language minority and majority children as well as the role of bilingual education as an asset. Deficit views of culture, language, and class must be critically examined and rejected by both administrators and teachers.

The last recommendation deals with developing authentic assessments and defining academic and second language acquisition benchmarks that realistically reflect how children across the grades and curricular context develop both their formal and informal languages. In addition, multiple measures and indicators need to be created and used to monitor the students' ongoing progress as well as to guide the teachers' instruction. Likewise there is a need to develop report cards that accurately

depict the academic achievement and second language development of the students. Presently, we are forced to use invalid and unreliable instruments to assess their academic and second language progress. The use of such measures is appropriate and unethical.

In this current climate of anti-immigrant hostility, it is of utmost importance that all programs using Spanish as a medium of instruction are implemented coherently and consistently. All children, both language minority and language majority, have the linguistic human right to develop high levels of bilingualism and biliteracy within the public school system setting. The public school system then has an obligation to provide high quality and rigorous instructional programs that will maintain students' primary language while at the same time introducing a second language. Dual Immersion programs, if well implemented, are a viable option for fulfilling this linguistic human right.

APPENDIX

AN ADMINISTRATOR'S GUIDE TO IMPLEMENTING
EFFECTIVE DUAL IMMERSION PROGRAMS

Section 1

Program Model Design

**DAILY TIME ALLOTMENTS FOR DUAL IMMERSION
PROGRAMS
(90:10 Model)**

Houghton Mifflin LECTURA		Math		Social Studies/ Science Literacy-based Content Units	
<i>HML</i>		<i>Ayuda Adicional</i>	<i>Spanish</i>	<i>English</i>	<i>English</i>
K	100	30	40	0	30
1	165	30	60	0	60
2	150	30	60	0	75
3	160	30	0	60	65

Houghton Mifflin LECTURA (Temas 1-3)		Math	ELA: Reading/ Literature	Science Literacy-based Content Units	Word Work	
HML		Ayuda Adicional	English	English	English	
4	130	30	60	20	60	15
5	130	30	60	20	60	15
6	130	30	60	20	60	15

Houghton Mifflin Reading (Themes 4-6)		Math	SLA: Reading/ Literature	Social Studies Literacy-based Content Units	Word Work	
HMR		Extra Support	Spanish	Spanish	Spanish	
4	130	30	60	20	70	15
5	130	30	60	20	70	15
6	130	30	60	20	70	15

Science and Social Studies units include:

- Core Social Studies and Science texts
- Moving Into English
- Additional supplementary materials

ELA Reading/Literature component may include:

- Chapter Books
- Houghton Mifflin Theme Paperbacks
- Supplementary readers

**DAILY TIME ALLOTMENTS FOR DUAL IMMERSION
PROGRAMS
(50:50 Model with Full-Day Kinder)**

Houghton Mifflin LECTURA			Math	Social Studies/Science Literacy-based Content Units	Word Study/ Literature
<i>HML</i>		<i>Ayuda Adicional</i>	<i>English</i>	<i>English</i>	<i>English</i>
K	110	30	40	80	30
1	140	30	60	60	25
2	140	30	60	60	25
3	140	30	60	60	25

Houghton Mifflin LECTURA (Temas 1-3)			Math	ELA: Reading/ Literature	Science Literacy- based Content Units	Word Work
<i>HML</i>		<i>Ayuda Adicional</i>	<i>English</i>	<i>English</i>	<i>English</i>	<i>English</i>
4	130	30	60	20	60	15
5	130	30	60	20	60	15
6	130	30	60	20	60	15

Houghton Mifflin Reading (Themes 4-6)			Math	SLA: Reading/ Literature	Social Studies Literacy-based Content Units	Word Work
<i>HMR</i>		<i>Extra Support</i>	<i>Spanish</i>	<i>Spanish</i>	<i>Spanish</i>	<i>Spanish</i>
4	120	30	60	20	70	15
5	120	30	60	20	70	15
6	120	30	60	20	70	15

Science and Social Studies units include:

- Core Social Studies and Science texts
- Moving Into English
- Additional supplementary materials

ELA/SLA Reading/Literature component may include:

- Chapter Books
- Houghton Mifflin Theme Paperbacks
- Supplementary readers

Dual Immersion
Instructional Time Allotments for 90/10 Programs
Kindergarten

Components	Instructional Language	Major Activities	Time Allocations
Lang Arts Houghton Mifflin	Spanish	Learning to Read (Aprender a Leer)	50 minutes
	Spanish	Word Work (Pescapalabras)	20 min
	Spanish	Writing and Language (Escritura y lenguaje)	20 min
	Spanish	Universal Access: Extra Support	20 min
	Spanish	Universal Access: Spanish Language Learners	20 min
		Total Language Arts Minutes Required Time must be protected from interruptions	130 min
Math Harcourt Brace	Spanish	All students must be provided access to the core and the time must be protected from interruptions	40 min
English Language Development	English	Dual Immersion students will receive daily ELD through Science and Social Studies literacy-based content units. Specific language objectives will be taught according to the particular unit of study. Please see the Dual Immersion ELD scope and sequence and each ELD unit for more details.	30 min
Total Instructional Minutes			200 min

Dual Immersion
Instructional Time Allotments for 90/10 Programs
Grade 1

Components	Instructional Language	Major Activities	Time Allotments
Lang. Arts Houghton Mifflin	Spanish	Learning to Read (Aprender a Leer)	75 min
	Spanish	Word Work (Pescapalabras)	30 min
	Spanish	Writing and Language (Escritura y lenguaje) Reading Writing Workshop (Taller de lecto-escritura)	30 min
	Spanish	Universal Access: Extra Support	30 min.
	Spanish	Universal Access: Spanish Language Learners	30 min
		Total Language Arts Minutes Required Time must be protected from interruptions	195 min
Math Harcourt Brace	Spanish	All students must be provided access to the core and the time must be protected from interruptions	60 min
English Language Development	English	Dual Immersion students will receive daily ELD through Science and Social Studies literacy-based content units. Specific language objectives will be taught according to the particular unit of study. Please see the Dual Immersion ELD scope and sequence and each ELD unit for more details.	60 min
Total Daily Instructional Minutes			315 min

Dual Immersion
Instructional Time Allotments for 90/10 Programs
Grade 2

Components	Language	Major Activities	Time Allotments
Lang Arts Houghton Mifflin	Spanish	Reading (Lectura)	60 min
	Spanish	Word Work (Pescapalabras)	20 min
	Spanish	Writing and Language (Escritura y lenguaje) Reading Writing Workshop (Taller de lecto-escritura)	40 min
	Spanish	Universal Access: Extra Support	30 min.
	Spanish	Universal Access: Spanish Language Learners	30 min
		Total Language Arts Minutes Required Time must be protected from interruptions	180 min
Math Core Harcourt Brace	Spanish	All students must be provided access to the core and the time must be protected from interruptions	60 min
English Language Development	English	Dual Immersion students will receive daily ELD through Science and Social Studies literacy-based content units. Specific language objectives will be taught according to the particular unit of study. Please see the Dual Immersion ELD scope and sequence and each ELD unit for more details.	75 min
Total Daily Instructional Minutes			315 min

Dual Immersion
Instructional Time Allotments for 90/10 Programs
Grade 3

Components	Language	Major Activities	Time Allotments
Lang Arts Houghton Mifflin	Spanish	Reading (Lectura)	70 min
	Spanish	Word Work (Pescapalabras)	20 min
	Spanish	Writing and Language (Escritura y lenguaje) Reading Writing Workshop (Taller de lecto-escritura)	40 min
	Spanish	Universal Access: Extra Support	30 min.
	Spanish	Universal Access: Spanish Language Learners	30 min
		Total Language Arts Minutes Required Time must be protected from interruptions	190 min
Math Core Harcourt Brace	English	All students must be provided access to the core and the time must be protected from interruptions	60 min
English Language Development	English	Dual Immersion students will receive daily ELD through Science and Social Studies literacy-based content units. Specific language objectives will be taught according to the particular unit of study. Please see the Dual Immersion ELD scope and sequence and each ELD unit for more details.	65 min
Total Daily Instructional Minutes			315 min

Dual Immersion
Time Allotments for 50/50 Programs
Full Day Kinder

Components	Instructional Language	Major Activities	Time Allocations
Lang Arts Houghton Mifflin	Spanish	Learning to Read (Aprender a Leer)	60 minutes
	Spanish	Word Work (Pescapalabras)	20 min
	Spanish	Writing and Language (Escritura y lenguaje)	20 min
	Spanish	Universal Access: Extra Support	20 min
	Spanish	Universal Access: Spanish Language Learners	20 min
		Total Language Arts Minutes Required Time must be protected from interruptions	140 min
Math Harcourt Brace	English	All students must be provided access to the core and the time must be protected from interruptions	50 min
English Language Development	English	Dual Immersion students will receive daily ELD through Science and Social Studies literacy-based content units. Specific language objectives will be taught according to the particular unit of study. Please see the scope and sequence and each ELD unit for more details.	60 min
Literacy Enrichment	English	Reading Enrichment (e.g., HM English theme paperbacks and supplementary materials) ELD Language Objectives Extensions (phonics/spelling, high frequency words, or writing)	30 min
Total Instructional Minutes			280 min *

Dual Immersion
Instructional Time Allotments for 50/50 Programs
Grades 1-3

Components	Instructional Language	Major Activities	Time Allotments
Lang. Arts Houghton Mifflin	Spanish	Learning to Read (Aprender a Leer)	60 min
	Spanish	Word Work (Pescapalabras)	20 min
	Spanish	Writing and Language (Escritura y lenguaje) Reading Writing Workshop (Taller de lecto-escritura)	30 min
	Spanish	Universal Access: Extra Support	30 min.
	Spanish	Universal Access: Spanish Language Learners	30 min
		Total Language Arts Minutes Required Time must be protected from interruptions	170 min
Math Harcourt Brace	English	All students must be provided access to the core and the time must be protected from interruptions	60 min
English Language Development	English	Dual Immersion students will receive daily ELD through Science and Social Studies literacy-based content units. Specific language objectives will be taught according to the particular unit of study. Please see the Dual Immersion ELD scope and sequence and each ELD unit for more details.	60 min
Literacy Enrichment	English	Reading Enrichment (e.g., HM English theme paperbacks and supplementary materials) ELD Language Objectives Extensions (phonics/spelling, high frequency words, or writing)	25 min
Total Daily Instructional Minute			315 min

Dual Immersion
Instructional Time Allotments for 90/10 and 50/50 Programs
Grades 4-5

FIRST HALF OF THE YEAR

Components	Language	Major Activities	Time Allotments
Lang Arts Houghton Mifflin Lectura (Themes 1-3)	Spanish	Reading (Lectura) Teachers may use Science or Social Studies materials to extend and/or enrich each HM story or theme	45 min
	Spanish	Word Work (Pescapalabras)	15 min
	Spanish	Writing and Language (Escritura y lenguaje) Reading Writing Workshop (Taller de lecto-escritura)	40 min
	Spanish	Universal Access: Extra Support	30 min.
	Spanish	Universal Access: Spanish Language Learners	30 min
		Total Language Arts Minutes Required Science or Social Studies materials may be used to extend and/or enrich each HM story or theme when appropriate	160 min
Math Core Harcourt Brace	English	All students must be provided access to the core and the time must be protected from interruptions	60 min
English Language Development (Science)	English	Dual Immersion students will receive daily ELD through Science literacy-based content units. Specific language objectives will be taught according to the particular unit of study. Please see the Dual Immersion ELD scope and sequence and each ELD unit for more details.	60 min
Literacy Enrichment	English	Reading Enrichment (e.g., HM English theme paperbacks, supplementary reading materials, teacher read aloud of chapter books)	20 min
Word Work/Spellin g	English	Teachers may use the Houghton Mifflin English word work section and English sound-spelling cards to focus on non-transferable skills. Teachers may also supplement with Moving Into English skills in context and spelling materials.	15 min
Total Daily Instructional Minutes			315 min

Dual Immersion
Instructional Time Allotments for 90/10 and 50/50 Programs
Grades 4-5

SECOND HALF OF THE YEAR

Components	Language	Major Activities	Time Allotments
Lang Arts Houghton Mifflin Reading (Themes 4-6)	English	Reading (Teachers may use Moving Into English, Science, or Social Studies materials to extend and/or enrich each HM story or theme)	45 min
	English	Word Work (Teachers may also supplement with the Moving Into English word work materials)	15 min
	English	Writing and Language Reading Writing Workshop	40 min
	English	Universal Access: Extra Support	30 min.
	English	Universal Access: English Language Learners	30 min
		Total Language Arts Minutes Required Moving Into English, Science, or Social Studies materials may be used to extend and/or enrich each HM story or theme when appropriate	160 min
Math Core Harcourt Brace	Spanish	All students must be provided access to the core and the time must be protected from interruptions	60 min
Spanish Language Development (Social Studies)	Spanish	Dual Immersion students will receive daily SLD through Social Studies literacy-based content units. Specific language objectives will be taught according to the particular unit of study. Please see the Dual Immersion SLD scope and sequence and each SLD unit for more details.	60 min
Literacy Enrichment	Spanish	Reading Enrichment (e.g., HM Lectura theme paperbacks, supplementary reading materials, teacher read aloud of chapter books)	20 min
Word Work/Spelling	Spanish	Teachers may use the Houghton Mifflin Spanish word work section.	15 min
Total Daily Instructional Minutes			315 min

Section 2

Curriculum

Dual Immersion Core Materials

90/10 Programs

Grade	Spanish	English
<i>K</i>	<i>HM Lectura, Math</i>	<i>Social Studies, Science, Moving Into English</i>
<i>1</i>	<i>HM Lectura, Math</i>	<i>Social Studies, Science, Moving Into English</i>
<i>2</i>	<i>HM Lectura, Math</i>	<i>Social Studies, Science, Moving Into English</i>
<i>3</i>	<i>HM Lectura</i>	<i>Math, Social Studies, Science, Moving Into English</i>
<i>4</i>	<i>HM Lectura, Science, Social Studies, Math</i>	<i>HM Reading, Science, Social Studies, Math, Moving Into English</i>
<i>5</i>	<i>HM Lectura, Science, Social Studies, Math</i>	<i>HM Reading, Science, Social Studies, Math, Moving Into English</i>

50/50 Programs

Grade	Spanish	English
<i>K</i>	<i>HM Lectura</i>	<i>Math, Science, Social Studies, Moving Into English</i>
<i>1</i>	<i>HM Lectura</i>	<i>Math, Science, Social Studies, Moving Into English</i>
<i>2</i>	<i>HM Lectura</i>	<i>Math, Science, Social Studies, Moving Into English</i>
<i>3</i>	<i>HM Lectura</i>	<i>Math, Science, Social Studies, Moving Into English</i>
<i>4</i>	<i>HM Lectura, Science, Social Studies, Math</i>	<i>HM Reading, Science, Social Studies, Math, Moving Into English</i>
<i>5</i>	<i>HM Lectura, Science, Social Studies, Math</i>	<i>HM Reading, Science, Social Studies, Math, Moving Into English</i>

Dual Immersion Scope and Sequence for the English Component Kindergarten

Houghton Mifflin Themes	Social Studies/Science English Units	English Unit Time span
“Bienvenidos a Kinder” “Mira como somos” “Rodeados de color”	“All About Me and My School”	8 weeks
“Nuestra familia” “Somos amigos”	“People Around Us”	6 weeks
“Vamos a contar” “Sol y nubes”	“Weather and Seasons”	6 weeks
“Ruedan y ruedan”	“Movement”	3 weeks
“En la granja” “Llegó la primavera” “Animales del mundo”	“Plants and Animals”	9 weeks

Dual Immersion Scope and Sequence for the English Component First Grade

Houghton Mifflin Themes	Social Studies/Science English Units	English Unit Time span
“De regreso a la escuela” “Todos juntos” “¡Sorpresa!”	“Our Community-Past and Present”	8 weeks
“¡A nuestro alrededor!” “Ratos en familia”	“Our Country’s Symbols and Traditions”	6 weeks
“Hogar dulce hogar” “Aventuras de Animales”	“Geography ”	6 weeks
“De acuerdo”	“Weather”	3 weeks
“Nuestro planeta”	“The Rainforest”	3 weeks
“Queridos amigos” “¡Sí podemos!”	“Habitats”	6 weeks

Dual Immersion Scope and Sequence for the English Component Second Grade

Houghton Mifflin Themes	Social Studies/Science English Units	English Unit Time Span
Cuentos Graciosos	People Who Make a Difference: Long Ago and Today	6 weeks
Vamos Afuera	Rocks and Soil	6 weeks
Vivimos Aquí	People Who Supply Our Needs	6 weeks
Animales Asombrosos	Life Cycles	6 weeks
Familias {Unidad 1: Estudios Sociales}	How Our Government Works	6 weeks
¡Aplausos!	Motion and Sound	6 weeks

Dual Immersion Scope and Sequence for the English Component Third Grade

Houghton Mifflin Themes	Social Studies/Science English Units	English Unit Time Span
¡A la aventura!	Solar System: Patterns in the Sky	6 weeks
Celebremos las tradiciones	Native American Nations: Our Local Region	6 weeks
Historias Increíbles	Our Community: Past and Present	6 weeks
Animales en su medio	Animal and Plant Adaptations	6 weeks
Jornadas	Our Government	6 weeks
Soluciones brillantes	Energy and Matter	6 weeks

**Dual Immersion Scope and Sequence
for the English Component
Fourth Grade**

Houghton Mifflin Themes	Science Units	Science Unit Time Span
Trayectos	Living Organisms and the Environments in Which They Live (Life Sciences 2a-c, 3a-d)	6 weeks
Cuadros de los Estados Unidos	Earth's Changing Surface (Earth Sciences 4a-b, 5a-c)	6 weeks
¡Qué asombroso!	Electricity and Magnetism (Physical Sciences 1a-g)	6 weeks

**Dual Immersion Scope and Sequence
for the English Component
Fifth Grade**

Houghton Mifflin	Science Units	Science Unit Time Span
Naturaleza Feroz	“Water and Weather” (Earth Sciences 3a-e, 4a-e)	6 weeks
Supera tu Meta	Systems of Plants and Animals (Life Sciences 2a-g)	6 weeks
Voces de la Revolución	“Elements and their Combinations” (Physical Sciences 1a-i)	6 weeks

Section 3

Administrative Support

Dual Immersion Site Facilitator Responsibilities

1. Marketing and recruitment
2. Conduct monthly parent meetings
3. Facilitate monthly Dual Immersion vertical team meetings
4. Classroom coaching, modeling and demonstrations
5. Conduct professional development sessions for teachers
6. Media relations
7. Hosting site visitations
8. Technical assistance to the site administrator and teachers
9. Assist in the language appraisal team process
10. Assist in the creation and follow-up of intervention action plans
11. Serve as the parent liaison
12. Conduct quarterly Dual Immersion Parent Advisory Committee meetings
13. Monitor entrance and exit procedures
14. Facilitate the formal exit process

Section 4

Entrance Criteria

Entrance Criteria

Grade	English Learners (L1 Spanish)	Spanish Learners (L1 English)	English Learners (L1 Other)
Kindergarten	Eligible to enter	Eligible to enter	Eligible to enter
First	Eligible to enter	<p>Eligible to enter until the first trimester of first grade</p> <p><i>Please contact the EL Programs Department after the first trimester in order to determine eligibility</i></p> <p>Admitted during the second and third trimester on an individual basis dependent upon English literacy skills</p>	<p><i>Please contact the EL Programs Department in order to determine eligibility</i></p> <p>Eligible to enter if making expected progress in English proficiency</p>
Second-Sixth	<p><i>Please contact the EL Programs Department in order to determine eligibility</i></p> <p>Eligible to enter if student has consistently been in a bilingual program</p> <p>Admitted on an individual basis dependent upon expected progress in English and Spanish proficiency</p>	<p><i>Please contact the EL Programs Department in order to determine eligibility</i></p> <p>Students with prior exposure to Spanish admitted on an individual basis dependent upon expected English and Spanish proficiency</p>	<p><i>Please contact the EL Programs Department in order to determine eligibility</i></p> <p>Students with prior exposure to Spanish admitted on an individual basis dependent upon expected English and Spanish proficiency</p>

Section 5

Parent Education and Support

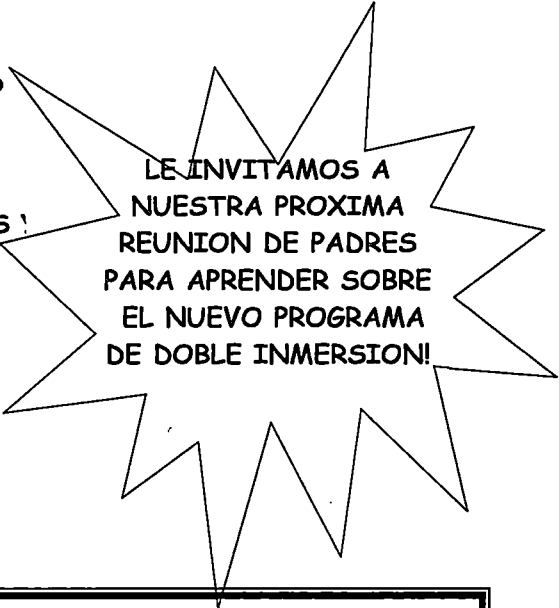
Parent Recruitment

¡TODOS PUEDEN SER BILINGUE!

¿TIENE USTED UN HIJO/A QUE VA A
ENTRAR AL KINDER EL PROXIMO AÑO?

¿QUIERE QUE SU HIJO/A PUEDA
HABLAR, LEER, Y ESCRIBIR EN INGLÉS Y
ESPAÑOL?

¡APRENDA MAS SOBRE EL
PROGRAMA DE INMERSION!



LE INVITAMOS A
NUESTRA PROXIMA
REUNION DE PADRES
PARA APRENDER SOBRE
EL NUEVO PROGRAMA
DE DOBLE INMERSION!

FECHA:
JUEVES
16 DE
FEBRERO DE 2006

HORA:
REUNION DE LA MANANA 8:30 A.M
REUNION DE LA TARDE 3:45 P.M.

LUGAR:
A2

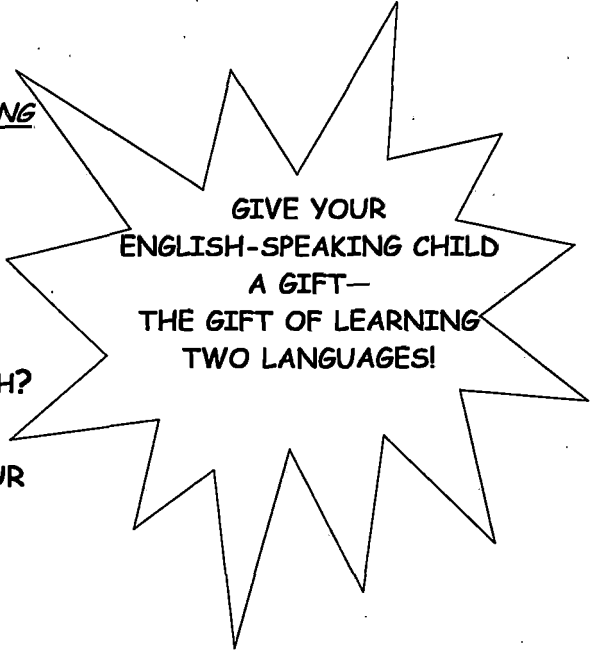
PARA MAS INFORMACION LLAME A
Melanie McGrath, 909-381-1223

EVERYONE HAS THE OPPORTUNITY TO BE BILINGUAL!

DO YOU HAVE AN ENGLISH-SPEAKING
CHILD THAT WILL ENTER
KINDERGARTEN NEXT YEAR?

DO YOU WANT YOUR ENGLISH-
SPEAKING CHILD TO LEARN TWO
LANGUAGES: SPANISH AND ENGLISH?

IF SO, COME LEARN ABOUT OUR
DUAL IMMERSION PROGRAM!!



GIVE YOUR
ENGLISH-SPEAKING CHILD
A GIFT—
THE GIFT OF LEARNING
TWO LANGUAGES!

DATE:
THURSDAY, FEBRUARY 16, 2006

TIME:
MORNING MEETING 8:30 A.M.
AFTERNOON MEETING 3:45 P.M.

PLACE
A2

FOR MORE INFORMATION CALL
Melanie McGrath, 909-381-1223

DUAL IMMERSION PROGRAM

Commitment to Participate

*I have attended an informational meeting about the Dual Immersion Program.
I understand the goals, the design of the program, and my responsibilities.*

Dual Immersion has three goals:

- *academic success in Spanish and English;*
- *speaking, reading, and writing in Spanish and English;*
- *an appreciation of other cultures.*

I agree to:

- * keep my child enrolled in this program through the end of sixth grade;*
- * ensure my child attends school regularly;*
- * help my child at home in my own language;*
- * participate in parent meetings, the classroom, and other school events;*
 - * meet with the school principal and Dual Immersion site facilitator if I have questions or wish to change schools or programs.***

The school agrees to provide:

- *qualified teachers for the Dual Immersion Program;*
- *parent involvement and education opportunities;*
- *a safe, positive learning environment;*
- *a variety of opportunities to develop academic success and fluency in Spanish and English.*

Therefore, I grant permission for my child to participate in this program.

Parent or Guardian's Signature

Date

Student's Name

Phone Number

Principal's or Designee's Signature

Date

Informational Meeting Date

PROGRAMA DE INMERSIÓN DUAL

Compromiso de Participación

Yo he asistido a una junta informativa sobre el programa inmersión dual.
Entiendo las metas, el diseño del programa, y mis responsabilidades.

El programa tiene tres metas:

- *éxito académico en español e inglés;
- *hablar, leer y escribir en español e inglés;
- *una apreciación de otras culturas.

Yo prometo:

- *mantener mi hijo en este programa hasta el final del quinto grado;
- *asegurar que mi hijo tenga buena asistencia;
- *ayudar a mi hijo en casa en mi propio idioma;
- *participar en las juntas de padres, en el salón, y en otros eventos de la escuela.
- *reunirme con el director escolar y un representante del programa si tengo preguntas o quiero cambiar mi hijo a otra escuela o programa.**

La escuela promete proveer:

- *maestros calificados para el programa de inmersión dual;
- *participación y educación para padres;
- *un lugar seguro y positivo para aprender;
- *una variedad de oportunidades para desarrollar éxito académico y competencia lingüística en español e inglés.

Por lo tanto, doy permiso para la participación de mi hijo en este programa.

Firma del padre o tutor de familia

Fecha

Nombre del estudiante

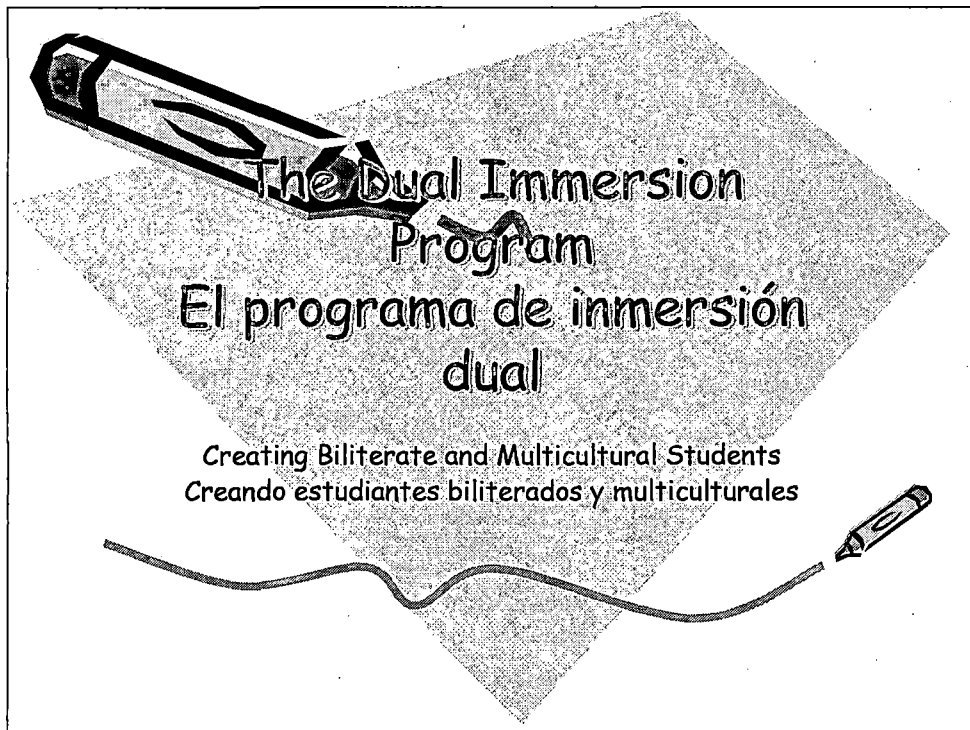
Número de teléfono

Firma del director o encargado

Fecha

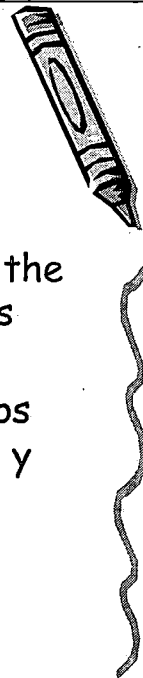
Fecha de la junta informativa

***Sample Parent Education
Powerpoint Trainings***



What is Dual Immersion? ¿Qué es Inmersión Dual?

- Native Spanish speaking students and native English speaking students are in the same class and they learn two languages (Spanish and English)
- Los nativos de habla español y los nativos de habla inglés están en el mismo salón y aprenden en los dos idiomas



Goals Of Dual Immersion Metas de Inmersión Dual

- Students will speak and understand both Spanish and English
Aprenderán a hablar y entender español e inglés
- Students will read and write in both Spanish and English
Aprenderán a leer y escribir en español e inglés
- Students will develop respect and appreciation for other cultures
Desarrollarán respeto y aprecio para otras culturas



Benefits of Learning Two Languages Beneficios de aprender dos idiomas

- Ability to communicate with members of other cultures
Habilidad para comunicarse con miembros de otras culturas
- Better understanding of the structure of language(s)
Mejor entendimiento de la estructura de otros idiomas
- Increased future job opportunities
Más oportunidades de trabajos en el futuro
- Improved creativity and problem solving skills
Mejorar creatividad y habilidades de resolver problemas



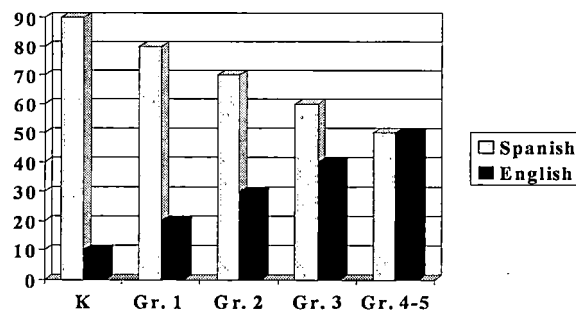
Dual Immersion Programs in SBCUSD Programas de inmersión dual en SBCUSD

- Lincoln (K-4)
- Hillside (K-4)
- Urbita (K-4)
- Belvedere (K-1)
- Bonnie Oehl (K)
- Programs beginning in 2006-07 (Los programas comenzarán en 2006-07)
 - Lytle Creek
 - Rio Vista



Program Design Diseño del programa

- 90/10 program
- Programa de 90/10



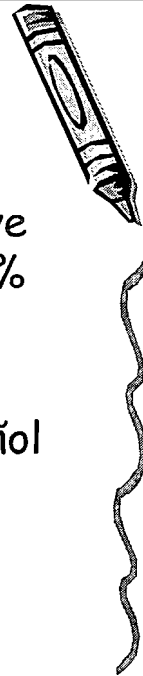
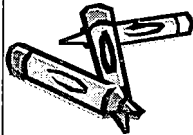
Program Design Diseño del programa

- 2 kindergarten teachers
 - One teacher for Spanish time
 - One teacher for English time
- 2 maestros de kinder
 - Un maestro/a para el tiempo de español
 - Un maestro/a para el tiempo de inglés



Class Composition Composición de la clase

- The class will consist of 50% native Spanish speaking students and 50% native English speaking students
- La clase consistirá de 50% de estudiantes nativos de habla español y 50% de estudiantes nativos de habla inglés



Who can participate? ¿Quién puede participar?

- All entering kindergarten students are eligible
- Todos los estudiantes que entran al kinder son calificados
- Space will be limited to 40 students
 - 20 native Spanish speaking students
 - 20 native English speaking students
- Espacio será limitado para 40 estudiantes
 - 20 estudiantes nativos de habla español
 - 20 estudiantes nativos de habla inglés



Future Parent Trainings Futuros entrenamientos para padres

- Program Design
- Diseño del programa
- Research on Dual Immersion programs
- Investigación del programa de Inmersión Dual



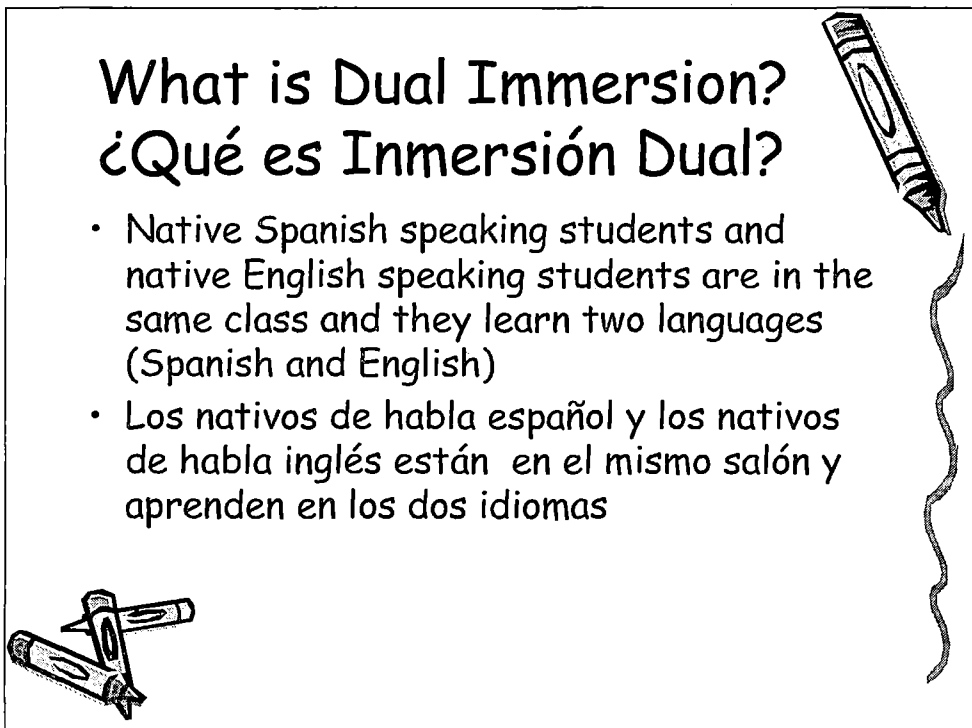
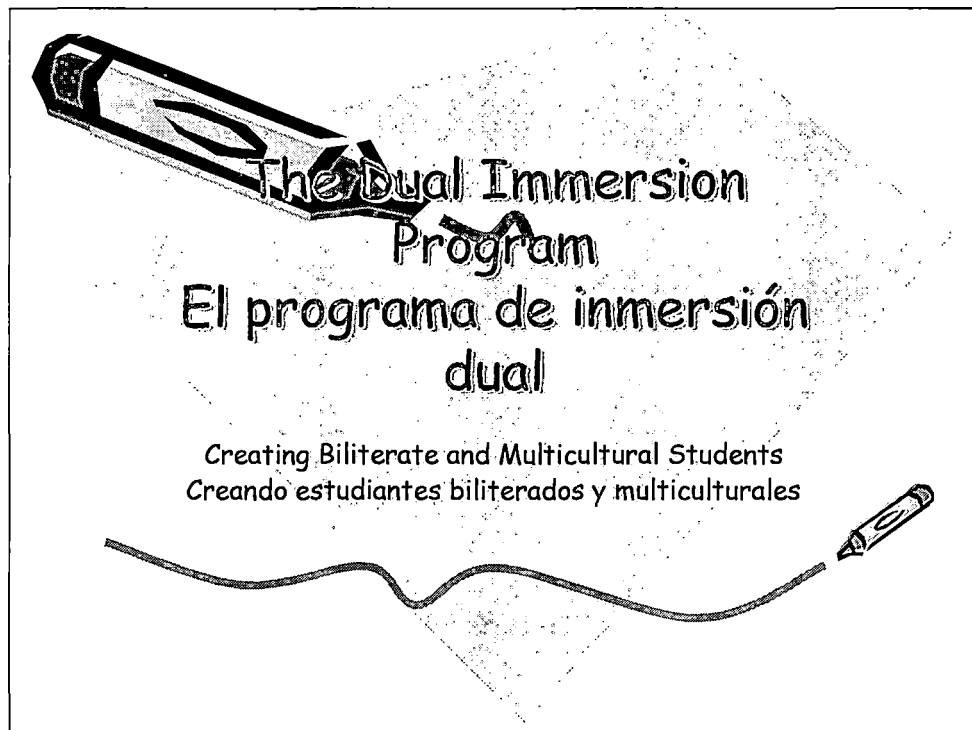
How to enroll Como inscribirse

- To enroll your child in the program, please speak with the principal
- Para inscribir su niño en el programa, por favor hable con el director/a de la escuela



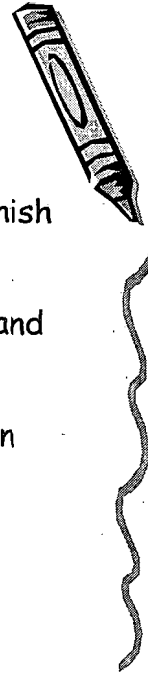
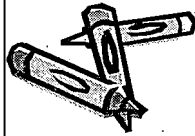
Questions??
¿¿Preguntas??





Goals Of Dual Immersion Metas de Inmersión Dual

- Students will speak and understand both Spanish and English
Aprenderán a hablar y entender español e inglés
- Students will read and write in both Spanish and English
Aprenderán a leer y escribir en español e inglés
- Students will develop respect and appreciation for other cultures
Desarrollarán respeto y aprecio para otras culturas



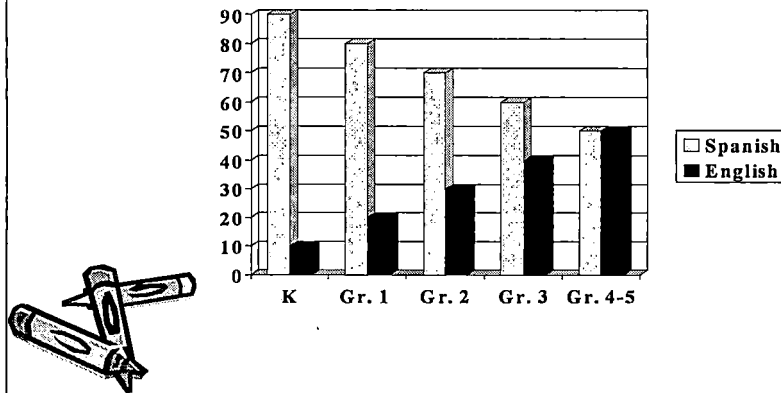
Dual Immersion Programs in SBCUSD Programas de inmersión dual en SBCUSD

- Lincoln (K-4)
- Hillside (K-4)
- Urbita (K-4)
- Belvedere (K-1)
- Bonnie Oehl (K-1)
- Rio Vista (K)
- Lytle Creek (K)
- Arrowview Middle School: Planning year/año de planeamiento



Program Design Diseño del programa

- 90/10 program
- Programa de 90/10



Use of the Two Languages in Kinder Uso de los dos idiomas en Kinder

- Spanish Language Arts/ Artes del lenguaje en español (130 min.)
- Math/Matemáticas: Spanish/Español (40 min)
- Social Studies or Science/Estudios sociales o ciencias (30 min)

Use of the Two Languages in First Grade
Uso de los dos idiomas en primer grado

- Spanish Language Arts/ Artes del lenguaje en español (195 min.)
- Math/Matemáticas: Spanish/Español (60 min)
- Social Studies or Science/ Estudios Sociales o Ciencias (60 min)



Use of the Two Languages in Second Grade
Uso de los dos idiomas en segundo grado

- Spanish Language Arts/ Artes del lenguaje en español (180 min.)
- Math/Matemáticas: Spanish/Español (60 min)
- Social Studies or Science/ Estudios Sociales o Ciencias (75 min)



Use of the Two Languages in Third Grade Uso de los dos idiomas en tercer grado

- Spanish Language Arts/ Artes del lenguaje en español (190 min.)
- Math/Matemáticas: English/Inglés (60 min)
- Social Studies or Science/ Estudios Sociales o Ciencias (65 min)



Use of the Two Languages in Grades 4-5 Uso de los dos idiomas en grados 4-5

Spanish	Spanish
<ul style="list-style-type: none"> • Spanish Language Arts/ Artes de lenguaje en español 	<ul style="list-style-type: none"> • Social Studies/Estudios Sociales • Math/Matemáticas • Spelling/Ortografía • Literature/Literatura
English	English
<ul style="list-style-type: none"> • Math/Matemáticas • Science/Ciencias • Spelling/Ortografía • Literature/Literatura 	<ul style="list-style-type: none"> • English Language Arts/Artes de lenguaje en inglés



Future Parent Trainings Futuros entrenamientos para padres

- Helping Your Child at Home
- Ayudando a su niño en casa
- Second Language Acquisition
- Adquisición de un segundo idioma
- Research on Dual Immersion programs
- Investigación sobre el programa de inmersión dual



Questions??
¿¿Preguntas??



Helping Your Dual Immersion Student Como ayudar a su estudiante en programas duales

Communication is the Key La comunicación es clave

- Make sure you understand homework routines and packets
- Asegúrese de que entiende la rutina y los paquetes de tarea
- Collaborate with teachers to see what the students are learning
- Comuníquese con la maestra seguido para informarse sobre lo que están aprendiendo los estudiantes

Communication is Key La comunicación es clave

- Familiarize yourself with instructional techniques
- Familiarícese con técnicas de instrucción que está usando la maestra
- Buy a Spanish/English dictionary
- Compre un diccionario español e inglés
- Form a "Homework support group"
- Forme "un grupo de apoyo" para hacer la tarea

Good Homework Habits Los buenos hábitos para hacer la tarea

- Provide a quiet, well-lit place to do homework
- Necesita proveer un lugar callado, con luz apropiada para hacer la tarea
- Make sure there is a set time to do homework everyday
- Necesita asegurar que el estudiante tiene un horario fijo para hacer la tarea todos los días

Good Homework Habits

Los buenos hábitos para hacer la tarea

- Make sure your student has necessary school supplies to complete homework
- Asegure que su estudiante tiene los útiles escolares necesarios para completar la tarea

Instructional Strategies

Estrategias de enseñanza

- Blending Routines for reading words
 - Blending Routine Activity
- Rutinas de combinar sonidos para leer palabras
 - Actividad de rutina para combinar sonidos
- Reading Comprehension Strategies(see orange handout)
- Estrategias para la comprensión de lectura

Internet Resources Recursos del Internet

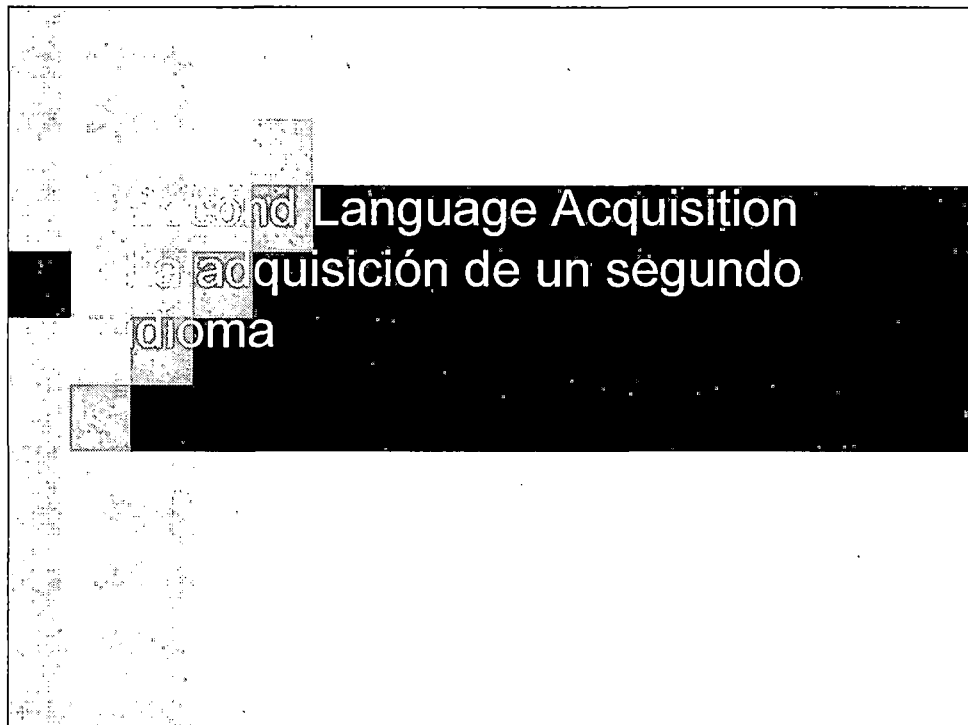
- www.storyplace.org
- www.readinga-z.com
- www.enchantedlearning.com
- <http://spanishdict.com/>
 - Spanish/English dictionary
 - Diccionario español/inglés
- www.amazon.com
 - “Spanish children’s books”

Where to Buy Spanish Books Donde comprar libros en español

- Bright Ideas Children Books
 - 1520 N. Waterman
 - 888-3296
- Barnes and Nobles Bookstore (Redlands)
 - 793-4322
- Lectorum Publications
 - www.lectorum.com
- Target



Questions?
¿Preguntas?



Common Myths Mitos Comunes

- Learning two languages will confuse my child
- Aprender dos idiomas confundirá a mi hijo/a
 - Incorrect/Incorrecto!!
- The use of two languages within one sentence is a sign of confusion
- El uso de dos idiomas dentro de una oración es una signo de confusión
 - Incorrect/Incorrecto!!

Common Myths Mitos Comunes

- It takes one or two years to learn a second language
- Toma uno o dos años para aprender un segundo idioma
 - Incorrect/Incorrecto!!

Primary Language Development El Desarrollo del idioma natal

- The stronger the development of the native language, the greater the proficiency in the second language
- Entre más fuerte sea el idioma nativo, más fuerte será un segundo idioma
- Literacy skills developed in one language will transfer to the other language
- El desarrollo de lecto-escritura en un idioma se transmitirá al otro idioma

How long does it take?

¿Cuánto tiempo toma?

- Achieving conversational fluency takes two or three years
- Lograr fluidez al conversar toma dos o tres años
- Achieving academic proficiency takes five or more years
- Lograr fluidez académica toma cinco años o más

■ **Stages of Second Language**

Acquisition

Niveles de adquisición de un segundo idioma

- Beginning/Novicio
- Early Intermediate/Pre-intermedio
- Intermediate/Intermedio
- Early Advanced/Pre-avanzado
- Advanced/Avanzado
- Proficient/Proficiente

Beginning Novicio

- Does not speak or understand anything
- No habla ni entiende nada
- Understands basic words and phrases
- Entiende palabras y frases básicas
- Can read, write, and use basic vocabulary and sentences
- Puede leer, escribir y usar vocabulario y oraciones básicos

Early Intermediate Pre-intermedio

- Can produce basic phrases and statements on familiar topics
- Puede producir frases básicas y declaraciones con temas familiares
- Frequent errors in word-choice and grammar
- Comete errores frecuentemente en palabras de preferencia y gramática
- Can read and write short, simple paragraphs with familiar vocabulary
- Puede leer y escribir párrafos simples con vocabulario familiar

Intermediate

Intermedio

- Can use well-developed vocabulary
- Puede usar vocabulario bien desarrollado
- Can use varied verb tenses and longer sentence structure
- Puede usar una variedad de verbos y oraciones más largas
- Can use consistent grammar with some errors
- Puede usar gramática consistente con algunos errores
- Can read and write more complex texts
- Puede leer y escribir algunos textos más complejos

Early Advanced/Advanced

Pre-avanzado/Avanzado

- Consistent grammar
- Gramática consistente
- Can read and write grade level texts with academic vocabulary
- Puede leer y escribir a su nivel de grado textos con vocabulario académico

How long? ¿Cuán largo?

- Beginning/Novicio-1 year
- Early-intermediate/Pre-intermedio- 1 year
- Intermediate/Intermedio- 1 year (2 years for students learning Spanish-2 para los angloparlantes)
- Early Advanced/Pre-avanzado- 1 year
- Advanced/Avanzado- 5+ years

How to Help.... Como usted puede ayudar...

- Make sure that your child uses the second language in a variety of circumstances
- Asegúrese de que su hijo/a use el segundo idioma en una variedad de circunstancias
- Have books at home in both languages
- Provéea libros en los dos idiomas

Questions??
¿¿Preguntas??

Section 6

Exit Criteria

Exit Criteria

All Dual Immersion students must proceed through the formal exit process before exiting the Dual Immersion program. As a general reminder, Dual Immersion parents should be fully knowledgeable about the Dual Immersion program prior to placing their child in the program and must sign a commitment form to participate in the program. Teachers should not advise parents to exit their child out of the program; children are only exited from the program at the parent's request and after a comprehensive and sustained exit process. Dual Immersion teachers, administrators and site facilitators should adhere to the following procedure:

1. When a parent approaches the teacher, administrator or site facilitator regarding exiting a child from the program, the site facilitator must be contacted.
2. The site facilitator will meet with the teacher in order to determine the child's current academic and second language progress.
3. The site facilitator will meet with the parent regarding his or her concerns. Every attempt should be made to address the parent's concerns. Every attempt should be made to address the parents concerns before the formal exit process begins.
4. If the parent continues to express concerns, a meeting with the teacher, site facilitator and the parent should be scheduled.

5. If the parent is concerned with his or her child's academic or second language progress, the teacher, site facilitator and the parent will create an intervention action plan to be implemented by the school for a minimum of four weeks.
6. After consistent implementation of the intervention action plan for a minimum of four weeks, the teacher, site facilitator, and the parent should reconvene and discuss the student's response to interventions.
7. If the interventions are effective, the teacher should continue to implement the interventions and a follow-up meeting to further monitor the student should be scheduled within another six weeks.
8. If the interventions are ineffective, the teacher, site facilitator and the parent should reconvene to modify the intervention plan and consistently implement the interventions for another four weeks.
9. If the second phase of interventions is not effective, the child should be referred to receive a psychological services evaluation. At this point the parent can chose to leave their child in the program or may place the child in another setting. As a general reminder, children have the right to remain in the program if they are identified as eligible to receive special education services.

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